

JAN 6 2001

# BULLETIN

19

Spring 1999

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

Each issue of the *Bulletin* results from the search of the committee and readers for new material. Each time new people join the committee they bring their favourite oldie-goldies and new ideas about resources. Committee members are always noticing possible materials: in their child's bookcase or classroom, in the doctor's office, in publishers' catalogues, in the corner store, in on-line bulletin boards. In addition, we often receive suggestions from you, the readers. This is what the *Bulletin* is about - the sharing of resource ideas and experience among those of us in the literacy business. As the new editor, I am finding this richness makes my job a joy.

We are starting a serious search for atlases, so we'd love to hear from you if you have a favourite.

This issue has, among others, wonderful math materials, lovely new resources about the history of Victoria and Vancouver, another resource from the rich writing in Newfoundland and Labrador, and a video on renters' rights. We have tried to find resources for many of the settings in which people are learning and teaching. Thank goodness for the authors and editors who produce the array of excellent materials.

This issue we want to thank Arlee Schmidt, our new student representative who says writing her review was just like writing an essay! Thanks to Catherine Reynolds who has been a shadow worker with Pauline Waterfall, our member from Waglisla. My thanks to my colleagues at Malaspina; Bridget Bruniski, who helped with the painstaking work of proof-reading (all errors are my responsibility!) and Steve Cheung and his Computer Studies class, who taught me desk-top publishing. I also want to thank Helen Thomas who has been generous and diligent in helping me take over this job. The committee will miss her warm and wise ways.

Thanks to the staff at NALD, the National Adult Literacy Database, we are now regularly produced on-line at [www.nald.ca/bulletin.htm](http://www.nald.ca/bulletin.htm). See you there.

**Note: Starting this issue, some publishers' addresses are on the back cover.**

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**Title:** *Vancouver Stories: People in its History, Vancouver Stories: Places in its History, Vancouver Stories: People and Places in its History: Reading and Writing Exercises*

**Authors:** Rene Merkel and Don Richardson

**Publisher:** Vancouver Community College, 1998

**Available:** KEC Bookstore (see back cover)

**Price:** *People and Places* \$5.95, *Exercises* \$7.50

**ISBN:** *People in its History* 0-9682588-1-6,  
*Places in its History* 0-9682588-2-4,  
*Reading and Writing Exercises* 0-9682588-3-2

**Level:** Independent

## ***Vancouver Stories***

The *Vancouver Stories* set consists of two reading books (*People in its History* and *Places in its History*) and a book of reading and writing exercises. The two reading books contain, as one student said, "Stories that are interesting and not too difficult to read." The books are small in size, but the print is large and there are interesting pictures.

*People in its History* includes stories about Sara McLagan, the first woman publisher of a Canadian daily newspaper, and Dominic Charlie, a hereditary Squamish chief. *Places in its History* includes stories about how Deadman's Island got its name and how the Lions Gate Bridge was modeled on a bridge over the River Avon in England. Did you know that Granville Island used to be a huge sandbar which was underwater at high tide!

Feedback from students has been very positive.

"Through these books, I can upgrade my historical knowledge. I found these books quite informative."

"I liked to read these books. I came to know the history of Vancouver."

"The book was educational. It had true stories of famous people. It was easy to read. The layout was quite nice. It is a

good book for literacy education programs."

Each story is divided into sections and the workbook has exercises for each section. There is an excellent variety of exercises, and instructors can assign some or all of them, as they are at different levels of difficulty. Each section contains some of: map work, comprehension questions, word use, sentence work, reference work, writing.

Following is one instructor's account of how she used this set in her class.

"We read the material together in class, did the exercises as a group activity, used the stories to find subjects and verbs and identify sentence types, and used the Internet to research some of the suggested topics like the Gold Rush and the Red Cross. We also did some of the paragraph writing exercises. The series has a good selection of activities and the stories are interesting. The students really looked forward to reading them."

*Reading and Writing Exercises* states, "Any part of this publication may be photocopied for classroom and/or tutorial use, provided there are no fees charged." I feel this set of books is a valuable addition to our list of resources.

## Granville Island

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*Granville St. 1895*

Then in 1886, the Great Fire swept through Vancouver. It melted everything in its path. The whole downtown area was completely burned in less than one hour. The Squamish people helped the people on the north shore of False Creek (English Bay) to escape. They canoed them across the water to the south shore of False Creek.

**Title:** *I Was There: Discovering the Iceman*  
**Author:** Shelley Tanaka  
**Publisher:** Scholastic/Modern Press Books, 1996  
**ISBN:** 0-590249-517  
**Price:** \$7.99  
**Available:** Your local bookstore  
**Level:** Independent  
**Reviewer:** Jan Weiten

## *I Was There: Discovering the Iceman*

The book begins with the events around the initial discovery of the Iceman from the point of view of Konrad Spindler, an Austrian archaeologist who was called in to examine the odd-looking body found by hikers in the Alps. Spindler quickly realized that what the scientists were looking at was not, in fact, a modern-day corpse, but rather the oldest human body ever found in such a well-preserved state.

This first section of the book is full of scientific facts and illustrations: a cross-section of a glacier, an explanation of how the Iceman's body remained intact over the centuries, detailed drawings of artifacts found at the discovery site. It also contains many colourful and, to me, rather gruesome photographs of the mummified body of the Iceman, both at the discovery site and on a stainless steel laboratory table.

The second section of the book is a fictionalized account of the last days of the Iceman's life called "The Iceman's Story: How it might have been." Scientific knowledge and evidence from the discovery site are interwoven with the Iceman's imaginary interactions with his family, community and environment in this engaging story. This imaginative approach

gives life to the long-dead man and also reduces the feeling that he is being objectified, which may arise when one looks at the photographs of his body.

One reader said, "The part that I like best is when the archaeologists and the forensic experts put parts of the Iceman's life and death together and put it into a story on how it might have been when he was alive."

The last section of the book, entitled "The Iceman and Us", discusses the reasons for studying and preserving the Iceman's remains and the place of this find, among other archaeological discoveries. It includes more photographs that some people might find disturbing (though I must add that none of the students involved in field-testing found them so). There is a timeline at the end of this section which several readers found useful, though one student remarked that the print should have been larger. One student also appreciated the glossary at the end of the book.

One learner commented: "This book will be really interesting for people who are interested in archaeology. I liked it because I learned new things and it was a true story."

**“W**here are you going?” The twelve-year-old watched her father fill his backpack.

“The elders have agreed that I should go to look for your brother and sister and the others,” he told his daughter.

“But your legs hurt. You are slow. How can you climb the mountain?”

“Don’t forget that I also tended the herd when I was a boy. I know the paths and summer camps better than anyone. Perhaps that will make up for my slowness.”

“How long will you be gone?”

“Several days. After I find your sister and brother, I will stop to hunt in the next valley. Red deer often come down to drink at the creek there when the cold weather comes.”

The girl looked at her father’s half-carved bow and mostly unfinished arrows. They lay in a neat row on the ground.

“You only have two real arrows,” she said doubtfully.

The man laughed. “I will have time to make more,” he said. “These old legs of mine cannot climb all day long. When I stop to rest, I will sharpen and carve. Now, bring me those fur clothes you have been mending for me. It will be cold in the mountains.”

**Title:** *The Way it Is: Readings for Adult Students*  
**Editor:** Kate Nonesuch  
**Publisher:** Province of British Columbia, Ministry of Advanced Education, Training and Technology, 1998  
**Available:** Literacy BC, toll free in B.C. 1 800 663-1293  
**Price:** Free as long as supplies last  
**Level:** Basic to independent  
**Reviewer:** Catherine Reynolds

## ***The Way It Is: Readings for Adult Students***

This collection of writings is compiled by Kate Nonesuch with recommendations from adult students. Nothing went into this book without the prior approval of adult learners. All of the stories and poems included are about ordinary people leading ordinary lives. A tremendous value of seeing such stories in print is that, in addition to creating rapport with students, it shows students that their own ordinary lives are worthy of being recorded in print. Inspiration to write is always valuable!

The accompanying photographs are of real people and were chosen to assist readers in imagining the characters in the stories. Only half of each page has type printed on it, so there is plenty of room for readers to jot down notes and questions. Each story is followed by a few questions that invite readers to examine their thoughts and feelings in response to what they read.

The variety of material presented almost guarantees that there is something to appeal to every reader. I have certainly found this to be the case in groups I work with. We have read some stories together and most of the students have picked up the text to pursue independent, recreational reading.

Some of the topics addressed in the stories include alcoholism, first love, working in a fish plant (a situation everyone in my class could relate to) and other unskilled labours, reconciling an imperfect past, and formative relationships. Emotional responses vary from unrestrained laughter to profound sadness to unresolved anger about injustice.

This book is very useful both as a text and as independent material. If your classroom doesn't already have it, get it!

**Title:** *Natural Disasters: Earth Science Readings*  
**Author:** Nancy Lobb  
**Publisher:** J. Weston Walch Publisher, 1996  
**Available:** Artel Educational Resources (see back cover)  
**Price:** \$28.50  
**ISBN:** 0-8251-2885-2  
**Level:** Functional  
**Reviewer:** Joyce Cameron

## ***Natural Disasters: Earth Science Readings***

*Natural Disasters: Earth Science Readings* uses events of high interest as starting points for learning about earth science. The book combines reproducible material for students and instructional information in a well-organized fashion. The book is attractively laid out with ample white space, clear headings, many sketches, charts and easy-to-read maps.

The book has four main sections and three are further divided. For example, "When It's Hot and Dry" has sub-sections on fires and droughts. Each sub-section contains a description of a natural disaster, such as "Mount St. Helens: A Sleeping Giant Wakes Up." These descriptions are one to one and a half pages long and students said they were interesting to read. The story of the disaster is followed by a comprehension exercise with a good range of literal, inferential and evaluative questions. The sub-sections have more reproducible material with topics such as these from the "Floods and Tsunamis" sub-heading: "What is a Tsunami? How Can You be Prepared for a Flood?" and "How Can Floods be Predicted and Prevented?" There is an "Additional Information" page and a glossary of the vocabulary specific to the topic.

For the instructor, each sub-section

has a "Teacher's Guide" which lists vocabulary, provides an answer key, and gives additional information that enables you to present the material feeling that you know something about the subject. You may want to copy this material for your students too. There are also "Activities for Students" with interesting ideas to choose from.

One problem with the book is that all the stories take place in the U.S. This strong American emphasis is somewhat lessened by the other information which mentions different countries. As well, it is possible to supplement the stories. One teacher said that she found it easy to introduce materials from the Internet, newspapers, TV and first-hand experience.

Students and instructors generally were very enthusiastic about the book. Students said, "I liked learning about places I haven't been." and "The variety of information is great." One instructor mentioned that her students began to lose interest by the third subsection and she suggested that the material could be used one section at a time and then reintroduced.

I would recommend this book as a good resource for engaging students in learning about earth science and understanding natural disasters.

## Earthquakes

### *How Are Earthquakes Measured?*

Two different scales are used to measure the strength of an earthquake: the Richter scale and the Mercalli scale. With the Richter scale, scientific instruments called seismographs measure the magnitude or the amount of energy released by a quake. With the Mercalli scale, the amount of damage done by a quake is a subjective measure.

The Richter scale was developed by American geologist Charles Richter in 1935. Each whole number on the scale means that the earthquake causes 10 times as much ground motion and releases 32 times as much energy as the number below it. For example, a quake with a magnitude of 5 has ground waves 10 times as large as a quake with a magnitude of 4 and 100 times as large as a quake with a magnitude of 3.

	Richter Scale	Mercalli Scale
2.5	Nothing felt	I. Not felt II. Hanging lamps may sway
3.5	Felt by many people	III. Felt by some people indoors; many do not recognize it as an earthquake IV. Felt indoors by many; felt outdoors by a few V. Felt by most; many woken up
4.5	Some damage	VI. Felt by all; damage slight VII. Little damage in well-built buildings; much more in poorly built structures
6.0	Destructive earthquake	VIII. Damage slight in earthquake-proof buildings; collapse of chimneys, walls, columns and statues IX. Large cracks in ground; even well-built buildings off foundations
7.0	Major earthquake	X. Most structures destroyed; rail lines cracked; landslides on hills
8.0	Great earthquake	XI. Few buildings left standing; large cracks seen XII. Total damage; waves seen on the ground



**Title:** *Mathematical Reasoning Through Verbal Analysis* Book-1  
**Author:** Warren Hill and Ronald Edwards  
**Publisher:** Critical Thinking Books & Software, 1988  
**Available:** Artel Educational Publishers or Critical Thinking Books & Software (see back cover)  
**ISBN:** 0-89455-347-X (student's) 0-89455-359-3 (teacher's)  
**Price:** \$27.50 (student's) \$17.00 (teacher's)  
**Level:** Basic  
**Reviewer:** Evelyn Battell

## *Mathematical Reasoning*

In spite of the somewhat daunting title, this book is accessible to a basic reader. The "verbal analysis" involves following simple mathematical directions. An example is, "A shape is symmetric if you can fold it and the two halves match. Draw dotted lines to show where to fold these symmetric figures." (page 83) Also see the instruction on the sample page printed opposite.

The math is sound and sophisticated. The book covers numbers and numeration (completing sequences, using a number line, place value); geometry (classifying shapes, similar figures, estimating lengths); operations (grouping by tens, grouping using arrays, multiples of 10 and 100); measurement (drawing paths, equal/longer/shorter, estimating areas); relations (comparing numbers, multiples); tables and graphs.

The beauty of the book is that it consists of 282 pages of visual work in basic math concepts. (Reproduction rights are granted for single classroom use.) The work starts with counting dots and letters and goes all the way to reading graphs. You can assign topics to individual students or small groups depending on their level. You can cover the

material in any order.

An instructor from Golden says, "Students (using the book) learn math at a more abstract level. Often they are required to complete missing parts of the equation that are not simply the product or result of the problem. This is a new and useful exercise for most." and "The greatest strength of the book is the fact that math is taught through friendly pictorial analysis. Students who do not excel in most math exercises but are spatially-minded do well. This is terrific for self-esteem."

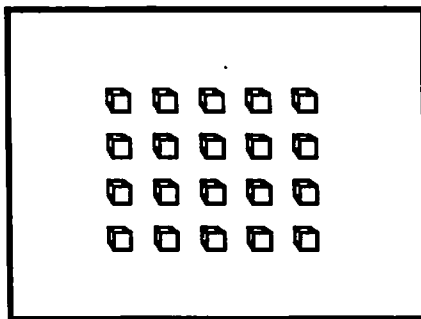
I have used the next book in the series, Book - 2, with great success in an intermediate class and plan to use Book -1 at the earliest opportunity. I hand out copies of three or four of the sheets on Monday. By Thursday the students are expected to do them and have them signed by three classmates whose work agrees with theirs. I often come into the room and find them arguing fiercely over their answers or explaining their reasoning to other students. A teacher's dream!

The teacher's manual includes answers and some analysis of the concepts being taught.

## COUNTING ARRAYS

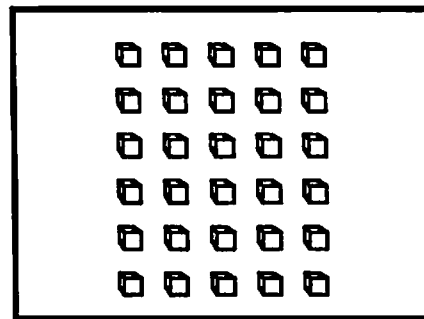
In each set write the number of rows in the first box.  
 Write the number of cubes in each row in the second box.  
 Write the total number of cubes in the third box.

C-201



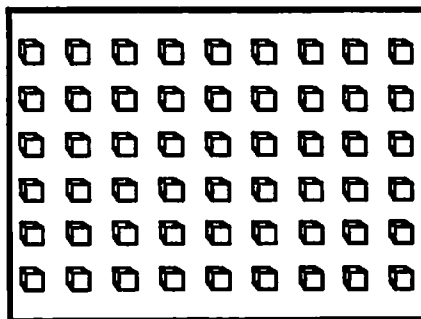
<u>Rows</u>		<u>Cubes</u>		<u>Total</u>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>

C-202



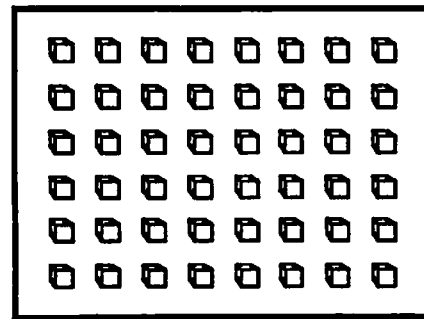
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C-204



<u>Rows</u>		<u>Cubes</u>		<u>Total</u>
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**Title:** *About Smoking* (Intermediate and Advanced) and *Tips on Quitting*  
**Publisher:** Stonegate Community Health Centre, 1997  
**Available:** Stonegate Community Health Centre 150 Berry Rd.,  
 Etobicoke, ON M8Y 1W3 phone (416) 231-7070  
 fax (416) 231-2663  
**Price:** \$5.50 for a set of all three  
**ISBN:** *About Smoking* (Intermediate) 0-9681889-1-5, *About Smoking*  
 (Advanced) 0-9681889-0-7, *Tips on Quitting* 0-9681889-2-3  
**Level:** Basic and functional  
**Reviewer:** Nancy Ross

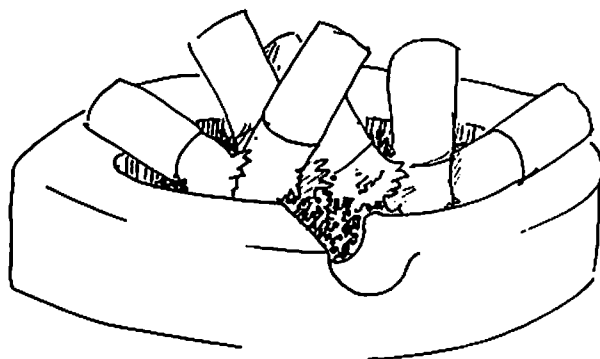
## ***About Smoking and Tips on Quitting***

*About Smoking* (Intermediate) and *About Smoking* (Advanced) are stories that were written by students. They describe how and why they started smoking, how it affects their lives, and what their concerns are about smoking. They are nicely illustrated with simple line drawings by Jerry Lee Miller that complement the selections on that page. Each entry is short, and the printing is large, so that a student can open the book anywhere and find a story or commentary which is interesting, easy-to-read and complete.

*Tips on Quitting* is a brochure that flips open to nine different areas, such as "Do you smoke because...." and "When you are stressed...." Each of these areas provides brief commentaries, in point form, about the opening statement. This brochure is a great document to have lying around for students to pick up and read at their leisure in classrooms, waiting rooms and lounges.

My students liked these small books; they commented that the books did not preach and they agreed with the kinds of comments they read. Because many of these comments are written by people who still smoke, the books avoid the tone of readers being "told what to do". Rather, they approach the issue of smoking as a problem that many of the contributors still need to solve, or would like to solve. At the same time, there are comments from people who are bothered by others who smoke, or who have watched someone close to them suffer from the effects of smoking.

Different from books which are meant to be read from cover-to-cover, all three of these publications are good casual reading that someone can look at, even for brief periods of time. I recommend them for use in classrooms and elsewhere.



**I started smoking at 21 years of age,**  
which was a big mistake.

The reason why will follow.

It costs too much and times are hard with cash.

It is hard on lungs and I am always coughing a lot after 15 years.

Nowadays my body is taking a beating.

I advise nobody to start because it will get you hooked.

Once hooked, it is a rough ride back to what it used to be (IF POSSIBLE).

The reason I smoked was I had nothing better to do on my free time but to smoke and watch TV - and whatever else I did.

**Title:** *Long Ago in Victoria*  
**Author:** Karin Clark  
**Publisher:** First Nations Education Division, Greater Victoria School District, 1996  
**Available:** First Nations Education Division, Greater Victoria School District 923 Topaz Avenue, Victoria, BC V8T 2M2  
 phone (250) 360-4350 fax (250) 360-4371 (wholesale only)  
**Price:** \$7.50 wholesale, \$9.00 retail plus 5% shipping and handling and 7% GST  
**Level:** All  
**Reviewer:** Jan Weiten

## *Long Ago in Victoria*

*Long Ago in Victoria* is a collection of photographs that depicts the city of Victoria from the late nineteenth century to the present day. It has very little text and could be used with students at any level from the beginner (with someone helping with the reading) to the advanced learner.

The book lends itself quite well to different kinds of writing. One way I used it with my group was to focus on single photos from the book and ask students to respond in their response logs. (The response log is a journal in which the learner responds to a specific stimulus, such as a piece of writing, film, photo, drawing or quote, by writing personal perceptions and feelings.)

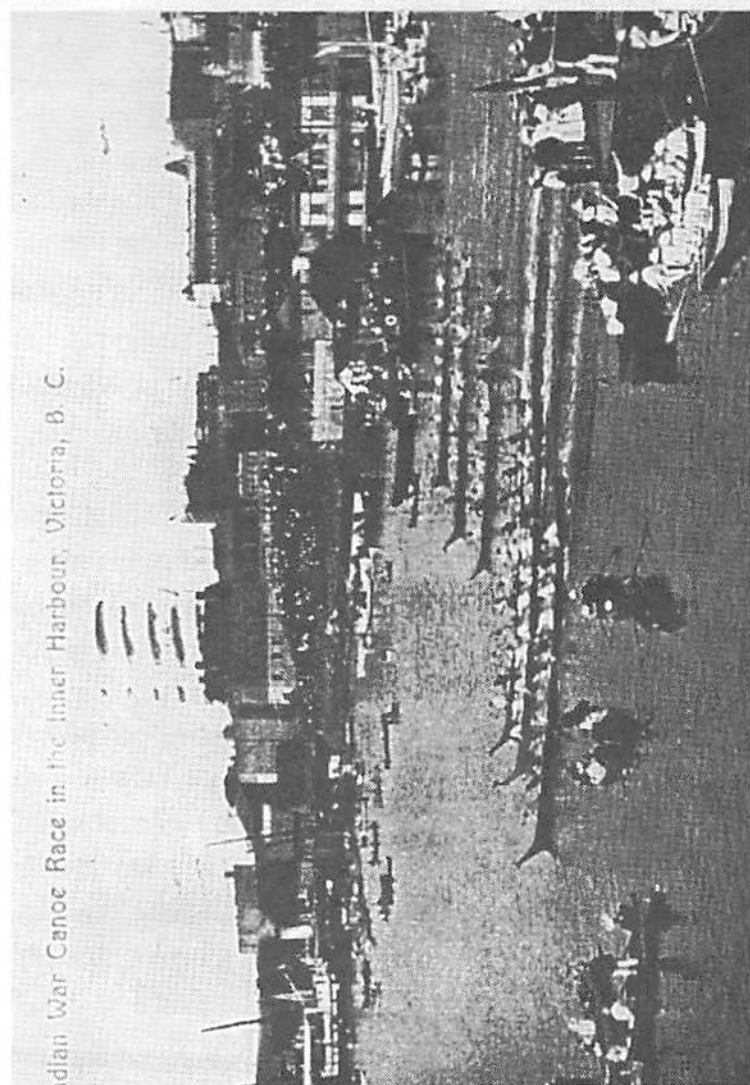
Another kind of writing which springs naturally from the book is descriptive writing. Many of the photos are full of intriguing detail, showing such scenes as a Coast Salish Potlatch in the 1890s, a team of oxen being used to clear land and a group of Victorian-era tourists crowded into and on top of a horse-drawn coach. Because learners are not always sure of the names for some of the objects in the photos

(neither am I!), the process can also involve some research into appropriate names for them.

The photos could also be used to supplement a unit focusing on British Columbian or Canadian history, First Nations issues, or a field trip to the city of Victoria. One of my colleagues on the *Bulletin* suggested that one possible use for *Long Ago in Victoria* would be as a model that her students could look at when creating such a book for their own town or city.

Students responded to the book with a variety of thoughtful comments. Several learners expressed surprise at how much the city has changed in the last hundred years. Photos of the different kinds of transportation and clothing delighted some of them. One learner said that some of the photos made her feel sad because, "It's another example of a place where the land has been taken away from us (First Nations people)."

*Long Ago in Victoria* is an effective and inexpensive resource which can be used in many different ways



Indian War Canoe Race in the Inner Harbour, Victoria, B. C.

The Coast Salish People still held canoe pulling races in the Victoria Inner Harbour.

**Title:** *Four Corners Series* includes *Message From Africa, Mystery of the Czar, Night Boat to Crete, Secret of the Pyramid* and *The Tomb of the Emperor*  
**Author:** Penn Mullin  
**Publisher:** High Noon Books, 1997  
**Available:** Artel Educational Resources Ltd. (see back cover)  
**ISBN:** 1-57128-057-X  
**Price:** \$23.75 for the series of five books  
**Level:** Functional  
**Reviewer:** Arlee Schmidt

## *Four Corners Series*

These five books are about two young co-workers who work at Park Museum. They are assistants to the museum's director, Claire Long, who sends them to the "four corners of the world" on exciting explorations. The young co-workers go to Egypt to see the 4000-year-old pyramids, to St. Petersburg to look for the lost Fabergé egg, to Greece to see some strange bones, to China to look at the tomb of the Emperor and to Zimbabwe to find a lost city.

Students found the stories interesting because they learned lots of information on various parts of the world. For instance, they learned about the culture in the past in Egypt from the pictures inside the pyramids. Another example is that each year the Russian Czar gave his wife a fancy egg made of gold, diamonds or porcelain. Inside each egg was a different object. In one egg there was a tiny silver dog.

Other student comments include: "The space is good and the size of print is good." "They don't take too long to read."

One instructor suggests finding the different countries on a map before reading each book so people have a better understanding of the settings.

The print of the books is easy to read. Some of the words are broken down so you can understand the pronunciation better. Each book has 44 pages and three black-and-white drawings. The pictures give you a better understanding of the book.

We found adult students really liked the books and would be willing to read them again, to the class or to their children.

## **CHAPTER 1**

### **A Hidden Tomb!**

“How would you like to go inside a pyramid?”  
asked Claire.

“Yes!” Corina and Zack answered together.  
“When?” Claire was the boss at the Park  
Museum where they worked. She had called  
them into her office for a special meeting.

“Right away! I just had an e-mail message  
in secret code from my friend Zia in Egypt. She  
works for the Cairo Museum and thinks she has  
found the entrance to a hidden tomb! It is deep



### **Housekeeping: Baby's Early Years by Rhoda Maude Piercey**



*This passage is taken from a book called True Tales of Rhoda Maude: Memoirs of an Outport Midwife by Rhoda Maude Piercey. The book is the story of Rhoda Maude's life from the time she was born in Winterton, Trinity Bay, in 1912. She did nurse's training at the Grace Hospital in St. John's when she was twenty but she married at the age of twenty-six and returned to live in Winterton. She lived most of her married life in Winterton where, in 1954, she took on the role of community midwife.*

*In this passage from her book, Rhoda Maude describes her work taking care of her children and helping to make a living for her family in the 1930s. Although it is a story about one family, it gives us a good picture of the hard work and the difficult conditions which families in small communities had to deal with in those days. It also gives us a good picture of the role of women in providing for the family.*

**Title:** *Creative Problem Solving Activities*, Book A - 1  
**Author:** John H. Doolittle  
**Publisher:** Critical Thinking Press & Software, 1995  
**Available:** Artel Educational Publishers or Critical Thinking Books & Software (see back cover)  
**ISBN:** 0-89455-629-0  
**Price:** \$15.50  
**Level:** Basic  
**Reviewer:** Nancy Ross

## *Creative Problem Solving Activities*

This 57-page book is an excellent resource for injecting a bit of fun and challenge into the class. Reproduction rights are granted for single-classroom use, so it could be used for a group, but it would also work well for a tutor with individual students. The exercises are designed so that students will find them amusing, but the underlying goal is to produce fluent, flexible problem-solvers.

There are seven different sections, with mostly word puzzles, such as "Word Morphs" and "Secret Word Puzzles," but also number puzzles, such as "Telephone Code Puzzles". Each section has a comprehensive and well-designed "How-To" sheet which provides examples and a sample puzzle. I have found these useful for challenging students with reading instructions.

Students seem to enjoy discovering how much they improve as they progress through the puzzle section, so that they go from finding the first puzzle "difficult", to feeling that the last one is "easy". For many, that is part of the enjoyment of the puzzles; they learn proficiency and discover that their creative/critical thinking skills can be improved.

I like to use these puzzles for more than the enjoyment factor. The exercises are a handy way to introduce "having fun" with words, as the concept of playing with words is often not familiar to many students. In addition, because of the relatively easy level of these puzzles, they also inject word awareness into a lesson in a manner which promotes confidence in readers and writers.

## DooRiddles

### EXAMPLE

*A verb that means to look,  
Or a place where whales dwell;  
Or think of a letter  
Closer to A than L.*

You need to expand your thinking to solve DooRiddles. The riddles are made up of phrases and sentences that contain clues to the answer. Riddles require associative thinking, finding relationships between words and ideas. They also require creative thinking because you must generate answers in many different categories in order to find the right answer. Let's look at the clues.

a.

I am a nice fruit  
And color also;  
I grow on a tree,  
And I start with O.

*What am I? .....*

b.

I'm found in a book,  
And I start with P;  
The words that you see  
Are printed on me.

*What am I? .....*

**Title:** *Renters Have Rights*  
**Distributor:** Legal Services Society, 1998  
**Available:** Legal Services Society (see back cover)  
**Price:** The video can be borrowed for free by any group from Legal Services Society Suite 200 1140 W. Pender Street, Vancouver, BC V6E 4G1 fax (604) 682-0985 or purchased from the address on the back cover for \$10.00.  
**Level:** Basic  
**Reviewer:** Lorrie Lane

## *Renters Have Rights*

*Renters Have Rights* is an 18-minute video made by a fundamentals class at Malaspina University-College, Cowichan Campus. As the title suggests, the focus is on landlord-tenant law. The instructor, Kate Nonesuch, wrote a series of scripts which were read by class members who appear on the video. Kate prepared an accompanying User's Guide with suggestions for using the video, a handout that summarizes the information from the video, as well as some discussion and/or writing questions. There are also two exercises for students who may have difficulty with reading and writing some of the words in the video. One exercise is a Word Find; the other is a group activity where students match sentence parts to form a complete statement.

There are many positive outcomes of using this video:

- Very often, adults with low academic skills do not feel they have rights, and the video does an excellent job of stressing one's rights. One student said, "Now when I have trouble, I'll tell my landlord that I know I have rights."

- Many students indicated that they learned from the video where to go for help, and they hadn't been aware of this before. For example, what is the RTB and what can it do for you? One student commented, "Now I know there is a place to go and get some satisfaction."
- Many students said they would recommend the video to a friend who needs help with a tenant problem.
- "I like it because it encourages people to help each other out." wrote one student.

One tutor stated *Renters Have Rights* contains excellent information and is presented well, especially for those who have difficulty reading. It is presented in a clear, easy-to-follow manner."

Some students commented that the video is repetitive. However, for many people, repetition is effective for learning. Other students, on seeing the video, commented that they could make a video like that!

I believe this video is an excellent resource, intended for the adult learner who is functioning academically at a basic level.

# The Bulletin's Board

## **The Legal Services Society**

"This booklet explains what you can do to protect your safety."

"This booklet tells you...how to apply for disability benefits."

"Who is protected by the Employment Standards Act?"

These are quotes from plain English materials, available from the Legal Services Society, about legal concerns. Basic readers will still find some of these materials difficult, but they are readable with the help of a teacher or tutor. Even with these booklets, figuring out the laws can be difficult, but the booklets go a long way to making the law clearer. They do not, of course, replace sound legal advice.

Some of the pamphlets our committee field-tested were:

- *Can You Stay in the Family Home on Reserve?* (one in a series of fact sheets for battered women)
- *Disability Benefits: How to Apply*
- *Getting Out: Escaping Family Violence*
- *Human Rights, My Rights: A Handbook for Aboriginal People*
- *Living Common-Law: Your Rights and Responsibilities*
- *Parents' Rights, Kids' Rights: A parent's guide to child protection law in BC*
- *The Legal Status of Lesbians in British Columbia*
- *Working: Your Rights on the Job*
- *Your Welfare Rights: Income Assistance under BC Benefits*

These booklets and fact sheets are inexpensive or free. There are booklets in comic book format, booklets with teacher's guides and exercises, materials for all ages and situations. If you have a particular interest, contact the society about what material they have relevant to your concern.

Contact: Legal Services Society (see back cover)

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